DOCUMENT RESUME

ED 301 238 JC 880 527

AUTHOR Priddy, David L.; Head, Ronald B.
TITLE PVCC Faculty Assessment of General Education Objectives. Research Report Number 7-88.
INSTITUTION Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE Oct 88
NOTE 42p.; Also included is a summary of the report, PVCC Institutional Brief No. 88-11.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Faculty; Community Colleges; *Course Content; Educational Objectives; *General Education; Questionnaires; School Surveys; Self Evaluation (Groups); *Teacher Attitudes; Two Year Colleges

ABSTRACT

In February 1988, a survey was conducted at Piedmont Virginia Community College (PVCC) to determine the extent to which the general education objectives established by the college were included in classroom teaching and the college's instructional programs. All full- and part-time PVCC faculty were asked to complete a survey form for each course they taught, indicating to what degree each of 22 general education objectives was covered in the course, whether the objectives were unclear, and whether the objectives were appropriate to the course. Study findings, based on a 63% response rate from the full-time faculty, included the following: (1) few instructors indicated that any of the objectives were unclear to them; (2) there seemed to be general agreement that the objectives were appropriate to the courses taught, but faculty for 88 classes felt that the objective "to develop an appreciation for the arts" was inappropriate, "to sharpen all senses and learn to make aesthetic judgements" was inappropriate for 73 classes, and "to develop the body, through physical education, testing its limits and learning new skills, in order to bring mind and body into a graceful and harmonious unity" was inappropriate for 148 classes; (3) social science and humanities courses tended to cover the objectives most completely, though health technology courses had the second highest level of coverage; and (4) there were no major differences in the coverage of the objectives between full-time and part-time faculty. The survey instrument is appended. (AJL)

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PVCC FACULTY ASSESSMENT OF GENERAL EDUCATION OBJECTIVES

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Brief No. 88-11

PVCC Institutional Research Brief

October 1988

PVCC FACULTY ASSESSMENT OF GENERAL EDUCATION OBJECTIVES

This brief highlights *PVCC Faculty Assessment of General Education Objectives* by David L. Priddy and Ronald B. Head (PVCC Research Report No. 7-88, October 1988), a study undertaken to determine the extent to which the general education objectives listed in *General Education* (PVCC Position Paper Number One, September 1984) were actually being included in classroom teaching and in instructional programs. To accomplish this, a survey listing 22 general education objectives was developed during winter 1988 and distributed to all PVCC full-time and part-time faculty. Nearly two-thirds of all full-time teaching faculty at the college (63%) returned completed survey forms. The study reported results of and conclusions drawn from the survey.

Major conclusions of the study were:

1. Most of the objectives were clear to teaching faculty at PVCC. In fact, half of all the general education objectives were completely clear to all faculty (nobody indicated that these were unclear). The least clear objective was objective 19 (To develop the body, though physical education, testing its limits and learning new skills, in order to bring mind and body into a graceful and harmonious unity). In 10 classes (or 4.9% of all classes), this objective was reported to be unclear.

2. There seemed to be general agreement that the objectives were appropriate to the courses taught at the college. With three exceptions, a large majority of the faculty felt that each objective "should be covered in my class". The exceptions were:

   a. Objective 8 (To develop appreciation for the arts). In 88 classes (42.9% of all classes), faculty members felt this objective should not be covered.

   b. Objective 9 (To sharpen all the senses and learn to make aesthetic judgments). In 73 classes (35.6% of all classes), faculty members felt this objective should not be covered.

(Continued on reverse side)

c. Objective 19 (To develop the body, through physical education, testing its limits and learning new skills, in order to bring mind and body into a graceful and harmonious unity). In 148 classes (72.9% of all classes), faculty members felt this objective should not be covered.

3. When the results of all general education objectives are considered by instructional division, the greatest coverage of general education objectives as a percent of total courses occurred in the Division of Humanities and Social Sciences. This is not a surprising conclusion given the nature of the objectives, many of which tend to reflect values inherent in the humanities and social sciences. The second highest level of coverage of general education objectives as a percent of total courses occurred in the Division of Health Technologies.

4. There appeared to be no major differences in the coverage of the general education objectives between full-time and part-time faculty. As noted in the results of this study, there were minor differences between full-time and part-time faculty with respect to specific objectives.

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PVCC FACULTY ASSESSMENT OF GENERAL EDUCATION OBJECTIVES

INTRODUCTION

In the fall of 1986, Piedmont Virginia Community College (PVCC) was given a grant from the State Council of Higher Education in Virginia (SCHEV) to explore methods of assessing general education. One reason SCHEV encouraged PVCC in this exploration was that the college had already completed a great deal of work in the area of general education.

PVCC's most notable accomplishment in this area was the publication of a small document entitled *General Education*.[1] In essence, this document produced a "statement upholding general education as an integral part of the education of all its students, regardless of their ultimate professional objectives."[2] The "statement" itself consisted of a brief rationale for general education followed by 17 general education objectives. Because of its importance, the entire statement is listed below:

> As an institution committed to offering its students the strongest possible post-secondary education, Piedmont Virginia Community College subscribes to the following statement upholding general education as an integral part of the education of all its students, regardless of their ultimate professional objectives. Accordingly, the College will create on its campus, both as part of its course offerings and outside of the classroom, an environment which encourages the student body to benefit from the experiences inherent in general education.
>
> As citizens in a democratic and technological society, we must acquire more than mere training for a vocation or profession. To function effectively, we must acquire

---

[1] Position Paper Number One (Charlottesville: Piedmont Virginia Community College, September 1984).

[2] *Ibid.*, p. 3.

a general education. A good general education enables us to comprehend changing knowledge and to solve problems, whether they be occupational, professional, social, or personal. Such ways of thinking rarely develop in occupational or professional training alone.

The following list embodies the essence of a general education by specifying the primary values and abilities fostered by each discipline. The list is intended as an ideal to work toward in occupational programs and in transfer curricula. The College will strive to help each student realize this set of values.

To develop skills in obtaining and using information: how to read and work through a set of facts, how to recognize contradictory statements, what to do with these contradictions, and how to think logically.

To present conclusions in an orderly and intelligible fashion, in writing and in speech;

To experience a diversity of human behavior and thought;

To develop appreciation for the arts; to sharpen all the senses and learn to make aesthetic judgments;

To think creatively, solving problems by imagining what might be, encouraging thought from the known to the unknown;

To imagine solutions to problems and to work toward solving them both systematically and intuitively;

To become more deeply aware of how language functions;

To develop an understanding and appreciation of how scholars in a particular field work;

To begin to develop skills in the kinds of questions to ask, and to acquire vocabularies necessary to specific fields through acquaintance with methods of inquiry;

To understand science and mathematics as an intrinsic part of the culture;

To have some understanding of social and economic issues raised by scientific research and technological development;

To have at least some exposure to non-Western , non-White, and non-male perspectives;

To achieve a world view, through the study of other cultures;

To develop the body, through physical education, testing its limits and learning new skills, in order to bring mind and body into a graceful and harmonious unity;

To develop a feeling for the excitement of learning itself;

To learn to make ethical judgments.

And finally, to establish a life-long process of intellectual and cultural growth.[3]

It should be remembered that these 17 objectives were considered in terms of "an ideal" and not in terms of their "assessability."

In the spring of 1987, the Commonwealth of Virginia mandated that each public institution of higher education would develop an assessment plan. The purpose of the plan was to "demonstrate the educational soundness of its curricular design; the quality of its instruction; and the achievement of its students both during and after college."[4] Tremendous latitude, however, was given to individual colleges to develop plans in accordance with their own educational philosophies and goals. PVCC's plan, developed primarily by the authors of this study and James R. Perkins, dean of instruction and student services, was submitted in June 1987 and approved without revision in July 1987.[5]

One of the first steps taken by PVCC in the plan was to appoint a Task Force on Assessment of Student Outcomes. The task force consisted of the same people

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[3]*Ibid.*, pp. 3-4. The actual "statement," printed above, is preceded by a two page introduction which "examine[s] briefly the concept of general education."

[4]VCCS Guidelines for Student Assessment Plans, attachment to memorandum from the Vice Chancellor of Academic and Student Affairs to VCCS Presidents, dated 26 March 1987.

[5]Student Assessment Plan (Charlottesville: Piedmont Virginia Community College, 18 June 1987).

appointed to an ad hoc committee on assessment in the fall of 1986, and it was charged with the responsibility for "the development of a comprehensive plan for the assessment of educational outcomes at Piedmont Virginia Community College."[6] With respect to general education, the task force was charged with "developing methods to evaluate student progress in meeting general education objectives . . . as established by the college and promulgated as *Position Paper Number 1 - General Education*."[7]

One activity suggested by the task force was to survey all PVCC faculty in an effort to determine the extent to which the 17 general education objectives established by the college were actually being included in classroom teaching and in the instructional programs. A survey was conducted in February 1988, and this study reports the results of that survey.

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[6] Ibid., p. 1.

[7] Ibid., p. 1.

METHODOLOGY

In January 1988, a survey instrument was developed using the general education objectives identified in *General Education*. Compound objectives were divided into separate objectives on the survey form itself, so that the 17 objectives were expanded into 22 objectives. In February 1988, survey forms were distributed to all PVCC full-time and part-time teaching faculty. Separate survey forms were completed for each course being taught by a faculty member, and each survey form was identified with the faculty member's name and the course prefix and number.

Nearly two-thirds of all full-time teaching faculty (63%) returned completed survey forms. The memorandum attached to the survey form is included in this study as Appendix A, and the survey instrument itself is included as Appendix B.

In addition to being able to indicate the extent to which each general education objective was covered in a course, an instructor was also able to indicate whether the objective was unclear and whether it was appropriate to that particular course.

It is important to bear in mind that the survey was intended to indicate the extent to which each general education objective was covered within a specific course; it was not intended to indicate whether faculty members supported particular objectives. It is quite possible that a faculty member could feel that a particular objective was very important, yet would not cover that objective, feeling that the objective was inappropriate for a course being taught.

SURVEY RESULTS

OBJECTIVE 1: ***To develop skills in obtaining and using information.*** As can

TABLE 1: GENERAL EDUCATION OBJECTIVE: TO DEVELOP SKILLS IN OBTAINING AND USING INFORMATION

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	112	65.9%	21	63.6%	62	72.1%	32	65.3%	26	51.0%	13	76.5%	133	65.5%
Often	48	28.2%	3	9.1%	16	18.6%	11	22.4%	20	39.2%	4	23.5%	51	25.1%
Sometimes	10	5.9%	5	15.2%	5	5.8%	5	10.2%	5	9.8%	0	0.0%	15	7.4%
Rarely	0	0.0%	4	12.1%	3	3.5%	1	2.0%	0	0.0%	0	0.0%	4	2.0%
Never	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	170	100.0%	33	94.3%	86	98.9%	48	98.0%	51	100.0%	17	100.0%	203	99.0%
No	0	0.0%	2	5.7%	1	1.1%	1	2.0%	0	0.0%	0	0.0%	2	1.0%
THIS OBJECTIVE IS UNCLEAR TO ME	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

be seen in Table 1, developing skills in obtaining and using information was an objective strongly supported by the PVCC faculty. In 199 of 203 classes it was covered at least sometimes, and in 65.5% of the classes it was covered extensively. Instructors felt this objective was not appropriate in only two courses, and nobody indicated that the objective was unclear.

OBJECTIVE 2: ***To read and work through a set of facts.*** In 199 out of 205 classes, the objective of reading and working through a set of facts was covered at least sometimes (see Table 2). In 67.3% of the classes, it was covered extensively. Support for this objective was highest in the Division of Health Technologies and in the Division of Science and Engineering Technologies. In health, 82.4% of the faculty reported that the objective was covered extensively, and 17.9% reported it was covered often; in science and engineering, 77.6% of the faculty reported that the objective was covered extensively, and 22.4% reported it was covered often. It was felt that this objective was not appropriate in only two courses.

TABLE 2: GENERAL EDUCATION OBJECTIVE: TO READ AND WORK THROUGH A SET OF FACTS

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	116	68.2%	22	62.9%	53	60.2%	38	77.6%	33	64.7%	14	82.4%	138	67.3%
Often	38	22.4%	8	22.9%	17	19.3%	11	22.4%	15	29.4%	3	17.6%	46	22.4%
Sometimes	12	7.1%	3	8.6%	13	14.8%	0	0.0%	2	3.9%	0	0.0%	15	7.3%
Rarely	3	1.8%	2	5.7%	4	4.5%	0	0.0%	1	2.0%	0	0.0%	5	2.4%
Never	1	0.6%	0	0.0%	1	1.1%	0	0.0%	0	0.0%	0	0.0%	1	0.5%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	169	99.4%	34	97.1%	86	98.9%	49	100.0%	50	98.0%	0	0.0%	203	99.0%
No	1	0.6%	1	2.9%	1	1.1%	0	0.0%	1	2.0%	0	0.0%	2	1.0%
THIS OBJECTIVE IS UNCLEAR TO ME	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

OBJECTIVE 3: ***To recognize contradictory statements and what to do with these contradictions.*** Recognizing contradictory statements and what to do with these

TABLE 3: GENERAL EDUCATION OBJECTIVE: TO RECOGNIZE CONTRADICTORY STATEMENTS AND WHAT TO DO WITH THESE CONTRADICTIONS

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	70	41.2%	4	11.4%	44	50.0%	11	22.4%	12	23.5%	7	41.2%	74	36.1%
Often	52	30.6%	20	57.1%	21	23.9%	24	49.0%	22	43.1%	5	29.4%	72	35.1%
Sometimes	24	14.1%	6	17.1%	9	10.2%	9	18.4%	9	17.6%	3	17.6%	30	14.6%
Rarely	11	6.5%	5	14.3%	7	8.0%	5	10.2%	3	5.9%	1	5.9%	16	7.8%
Never	13	7.6%	0	0.0%	7	8.0%	0	0.0%	5	9.8%	1	5.9%	13	6.3%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	152	89.4%	31	88.6%	79	89.8%	45	91.8%	43	84.3%	16	94.1%	183	89.3%
No	18	10.6%	4	11.4%	9	10.2%	4	8.2%	8	15.7%	1	5.9%	22	10.7%
THIS OBJECTIVE IS UNCLEAR TO ME	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

contradictions was covered at least sometimes in 176 out of 205 classes (see Table 3). It was covered extensively in only 36.1% of all classes, and in 14.1% of all classes, it was rarely or never covered. Objective 3 was perceived to be inappropriate in 22 courses. While 41.2% of all full-time instructors covered this objective extensively, only 11.4% of all part-time instructors covered it extensively.

OBJECTIVE 4: ***To think logically.*** As can be seen in Table 4, the objective of thinking logically had wide coverage with 201 out of 205 classes reporting at least

TABLE 4: GENERAL EDUCATION OBJECTIVE: TO THINK LOGICALLY

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	133	78.2%	19	54.3%	65	73.9%	42	85.7%	31	60.8%	14	82.4%	152	74.1%
Often	29	17.1%	14	40.0%	19	21.6%	4	8.2%	17	33.3%	3	17.6%	43	21.0%
Sometimes	6	3.5%	0	0.0%	0	0.0%	3	6.1%	3	5.9%	0	0.0%	6	2.9%
Rarely	1	0.6%	2	5.7%	3	3.4%	0	0.0%	0	0.0%	0	0.0%	3	1.5%
Never	1	0.6%	0	0.0%	1	1.1%	0	0.0%	0	0.0%	0	0.0%	1	0.5%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	170	100.0%	35	100.0%	88	100.0%	49	100.0%	51	100.0%	17	100.0%	205	100.0%
No	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
THIS OBJECTIVE IS UNCLEAR TO ME	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

sometimes. It was covered extensively in 74.1% of the courses and was felt to be appropriate in all classes. In only four classes was this objective rarely or never covered. While 78.2% of all full-time instructors covered this objective extensively, only 54.3% of all part-time instructors covered it extensively.

OBJECTIVE 5: ***To present conclusions in an orderly and intelligible fashion in writing.*** Presenting conclusions in an orderly and intelligible fashion in writing was

TABLE 5: GENERAL EDUCATION OBJECTIVE: TO PRESENT CONCLUSIONS IN AN ORDERLY AND INTELLIGIBLE FASHION IN WRITING

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	81	47.6%	11	32.4%	58	66.7%	12	24.5%	16	31.4%	6	35.3%	92	45.1%
Often	42	24.7%	12	35.3%	11	12.6%	27	55.1%	13	25.5%	3	17.6%	54	26.5%
Sometimes	30	17.6%	10	29.4%	15	17.2%	10	20.4%	12	23.5%	3	17.6%	40	19.6%
Rarely	10	5.9%	0	0.0%	1	1.1%	0	0.0%	5	9.8%	4	23.5%	10	4.9%
Never	7	4.1%	1	2.9%	2	2.3%	0	0.0%	5	9.8%	1	5.9%	8	3.9%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	155	91.2%	33	94.3%	86	98.9%	48	98.0%	40	78.4%	13	76.5%	188	91.7%
No	15	8.8%	2	5.7%	1	1.1%	1	2.0%	11	21.6%	4	23.5%	17	8.3%
THIS OBJECTIVE IS UNCLEAR TO ME	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

covered at least sometimes in 186 out of 204 classes (See Table 5). It was covered extensively in 45.1% of all classes. In the Division of Humanities and Social Sciences, however, it was covered extensively in two-thirds of all classes (66.7%), and in the Division of Business Technologies it was covered extensively in less than one-third of all classes (31.4%) . This objective was perceived as not appropriate in 17 classes.

OBJECTIVE 6: ***To present conclusions in an orderly and intelligible fashion in speech.*** Presenting conclusions in an orderly and intelligible fashion in speech was

TABLE 6: GENERAL EDUCATION OBJECTIVE: TO PRESENT CONCLUSIONS IN AN ORDERLY AND INTELLIGIBLE FASHION IN SPEECH

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	54	32.0%	4	11.8%	50	57.5%	1	2.0%	4	7.8%	3	18.8%	58	28.6%
Often	44	26.0%	17	50.0%	29	33.3%	16	32.7%	11	21.6%	5	31.3%	61	30.0%
Sometimes	40	23.7%	7	20.6%	6	6.9%	23	46.9%	15	29.4%	3	18.8%	47	23.2%
Rarely	22	13.0%	6	17.6%	2	2.3%	9	18.4%	13	25.5%	4	25.0%	28	13.8%
Never	9	5.3%	0	0.0%	0	0.0%	0	0.0%	8	15.7%	1	6.3%	9	4.4%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	147	87.0%	28	82.4%	85	97.7%	45	91.8%	31	60.8%	14	87.5%	175	86.2%
No	22	13.0%	6	17.6%	2	2.3%	4	8.2%	20	39.2%	2	12.5%	28	13.8%
THIS OBJECTIVE IS UNCLEAR TO ME	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

covered at least sometimes in 166 out of 203 classes (see Table 6). It was covered extensively in only 28.6% of all classes. In the Division of Humanities and Social Sciences, it was covered extensively in 57.5% of all classes, but in the Division of Science and Engineering Technologies, it was covered extensively in only 2% of all classes, and in the Division of Business Technologies, it was covered extensively in only 7.8% of all classes. This objective was viewed as not appropriate in 28 classes. While 32% of all full-time instructors covered this objective extensively, only 11.8% of all part-time instructors covered it extensively.

OBJECTIVE 7: ***To experience a diversity of human behavior and thought.***

As can be seen in Table 7, the objective of experiencing a diversity of human behavior

TABLE 7: GENERAL EDUCATION OBJECTIVE: TO EXPERIENCE A DIVERSITY OF HUMAN THOUGHT AND BEHAVIOR

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	54	33.8%	12	34.3%	50	60.2%	6	13.3%	4	7.8%	6	37.5%	66	33.8%
Often	41	25.6%	10	28.6%	26	31.3%	7	15.6%	15	29.4%	3	18.8%	51	26.2%
Sometimes	25	15.6%	8	22.9%	7	8.4%	14	31.1%	11	21.6%	1	6.3%	33	16.9%
Rarely	21	13.1%	3	8.6%	0	0.0%	14	31.1%	9	17.6%	1	6.3%	24	12.3%
Never	19	11.9%	2	5.7%	0	0.0%	4	8.9%	12	23.5%	5	31.3%	21	10.8%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	135	80.8%	30	85.7%	85	100.0%	41	83.7%	28	54.9%	11	64.7%	165	81.7%
No	32	19.2%	5	14.3%	0	0.0%	8	16.3%	23	45.1%	6	35.3%	37	18.3%
THIS OBJECTIVE IS UNCLEAR TO ME	7	4.2%	0	0.0%	2	2.4%	4	8.2%	0	0.0%	1	5.9%	7	3.5%

and thought was covered at least sometimes in 150 out of 195 classes. It was covered extensively in 33.8% of all classes. In the Division of Humanities and Social Sciences, it was covered extensively in 60.2% of all classes. In the Division of Health Technologies, it was never covered in 31.3% of all classes. The objective was felt to be inappropriate in 37 classes and unclear in 7 classes.

OBJECTIVE 8: ***To develop appreciation for the arts***. Developing appreciation for the arts was an objective receiving coverage mostly in the Division of Humanities

TABLE 8: GENERAL EDUCATION OBJECTIVE: TO DEVELOP APPRECIATION FOR THE ARTS

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	23	13.9%	5	15.2%	28	32.6%	0	0.0%	0	0.0%	0	0.0%	28	14.1%
Often	30	18.1%	1	3.0%	31	36.0%	0	0.0%	0	0.0%	0	0.0%	31	15.6%
Sometimes	18	10.8%	9	27.3%	15	17.4%	11	22.4%	1	2.1%	0	0.0%	27	13.6%
Rarely	29	17.5%	11	33.3%	4	4.7%	22	44.9%	11	23.4%	3	17.6%	40	20.1%
Never	66	39.8%	7	21.2%	8	9.3%	16	32.7%	35	74.5%	14	82.4%	73	36.7%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	100	58.8%	17	48.6%	78	88.6%	28	57.1%	8	15.7%	6	35.3%	117	57.1%
No	70	41.2%	18	51.4%	10	11.4%	21	42.9%	43	84.3%	11	64.7%	88	42.9%
THIS OBJECTIVE IS UNCLEAR TO ME	4	2.4%	2	5.7%	2	2.3%	0	0.0%	4	7.8%	0	0.0%	6	2.9%

and Social Sciences (see Table 8). It was covered at least sometimes in 86 of 199 of all classes taught at the college, but was covered extensively in only 14.1% of all classes. This objective was felt to be inappropriate in 88 classes and unclear in 6 classes.

OBJECTIVE 9: ***To sharpen all the senses and learn to make aesthetic judgments.*** Sharpening all the senses and learning to make aesthetic judgments was

TABLE 9: GENERAL EDUCATION OBJECTIVE: TO SHARPEN ALL THE SENSES AND LEARN TO MAKE AESTHETIC JUDGMENTS

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	14	8.4%	5	16.1%	15	18.3%	0	0.0%	0	0.0%	4	23.5%	19	9.6%
Often	39	23.5%	4	12.9%	36	43.9%	0	0.0%	6	12.2%	1	5.9%	43	21.8%
Sometimes	29	17.5%	3	9.7%	18	22.0%	9	18.4%	4	8.2%	1	5.9%	32	16.2%
Rarely	41	24.7%	12	38.7%	6	7.3%	30	61.2%	12	24.5%	5	29.4%	53	26.9%
Never	43	25.9%	7	22.6%	7	8.5%	10	20.4%	27	55.1%	6	35.3%	50	25.4%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	109	64.1%	23	65.7%	79	89.8%	34	69.4%	11	21.6%	8	47.1%	132	64.4%
No	61	35.9%	12	34.3%	9	10.2%	15	30.6%	40	78.4%	9	52.9%	73	35.6%
THIS OBJECTIVE IS UNCLEAR TO ME	4	2.4%	4	11.4%	6	6.8%	0	0.0%	2	3.9%	0	0.0%	8	3.9%

covered at least sometimes in 94 of 197 classes (see Table 9). It was covered extensively in only 9.6% of all classes, but in the Division of Health Technologies and the Division of Humanities and Social Sciences, it was covered extensively in 23.5% and 18.3%, respectively, of all classes. In the Division of Business Technologies and the Division of Health Technologies, this objective was never covered in 55.1% and 35.3%, respectively, of all classes. The objective was seen as inappropriate in 73 classes and unclear in eight classes.

OBJECTIVE 10: ***To think creatively, solving problems by imagining what might be and encouraging thought from the known to the unknown.*** As can be seen in Table 10, thinking creatively, solving problems by imagining what might be, and encouraging thought from the known to the unknown was covered at least sometimes

TABLE 10: GENERAL EDUCATION OBJECTIVE: TO THINK CREATIVELY, SOLVING PROBLEMS BY IMAGINING WHAT MIGHT BE AND ENCOURAGING THOUGHT FROM THE KNOWN TO THE UNKNOWN

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	80	47.1%	16	47.1%	31	35.6%	31	63.3%	21	41.2%	13	76.5%	96	47.1%
Often	54	31.8%	4	11.8%	34	39.1%	7	14.3%	14	27.5%	3	17.6%	58	28.4%
Sometimes	27	15.9%	10	29.4%	12	13.8%	11	22.4%	13	25.5%	1	5.9%	37	18.1%
Rarely	0	0.0%	4	11.8%	4	4.6%	0	0.0%	0	0.0%	0	0.0%	4	2.0%
Never	9	5.3%	0	0.0%	6	6.9%	0	0.0%	3	5.9%	0	0.0%	9	4.4%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	161	94.7%	33	97.1%	80	92.0%	49	100.0%	48	94.1%	17	100.0%	194	95.1%
No	9	5.3%	1	2.9%	7	8.0%	0	0.0%	3	5.9%	0	0.0%	10	4.9%
THIS OBJECTIVE IS UNCLEAR TO ME	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

in 191 out of 204 classes. It was covered extensively in 47.1% of all classes, and in 76.5% of all classes taught by the Division of Health Technologies. In six classes taught by the Division of Humanities and Social Sciences, it was never covered. The objective was felt to be inappropriate in 10 classes.

TABLE 11: GENERAL EDUCATION OBJECTIVE: TO IMAGINE SOLUTIONS TO PROBLEMS AND TO WORK TOWARD SOLVING THESE PROBLEMS BOTH SYSTEMATICALLY AND INTUITIVELY

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	80	48.2%	15	44.1%	31	37.3%	27	55.1%	24	47.1%	13	76.5%	95	47.5%
Often	49	29.5%	9	26.5%	27	32.5%	15	30.6%	13	25.5%	3	17.6%	58	29.0%
Sometimes	27	16.3%	9	26.5%	17	20.5%	7	14.3%	11	21.6%	1	5.9%	36	18.0%
Rarely	3	1.8%	1	2.9%	2	2.4%	0	0.0%	2	3.9%	0	0.0%	4	2.0%
Never	7	4.2%	0	0.0%	6	7.2%	0	0.0%	1	2.0%	0	0.0%	7	3.5%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	161	94.7%	33	97.1%	80	92.0%	49	100.0%	48	94.1%	17	100.0%	194	95.1%
No	9	5.3%	1	2.9%	7	8.0%	0	0.0%	3	5.9%	0	0.0%	10	4.9%
THIS OBJECTIVE IS UNCLEAR TO ME	4	2.4%	0	0.0%	4	4.6%	0	0.0%	0	0.0%	0	0.0%	4	2.0%

OBJECTIVE 11: ***To imagine solutions to problems and to work toward solving these problems both systematically and intuitively.*** Imagining solutions to problems and working toward solving these problems both systematically and intuitively was covered at least sometimes in 189 out of 200 classes (see Table 11). This objective was covered extensively in 47.5% of all classes, and in 76.5% of all classes taught by the Division of Health Technologies. It was not covered at all in six classes taught by the Division of Humanities and Social Sciences. The objective was felt to be inappropriate in 10 classes and unclear in 4 classes.

OBJECTIVE 12: ***To become more deeply aware of how language functions.***

Becoming more deeply aware of how language functions was covered at least some-

TABLE 12: GENERAL EDUCATION OBJECTIVE: TO BECOME MORE DEEPLY AWARE OF HOW LANGUAGE FUNCTIONS

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	62	37.3%	7	20.0%	47	53.4%	0	0.0%	20	42.6%	2	11.8%	69	34.3%
Often	41	24.7%	8	22.9%	22	25.0%	15	30.6%	9	19.1%	3	17.6%	49	24.4%
Sometimes	14	8.4%	11	31.4%	7	8.0%	11	22.4%	5	10.6%	2	11.8%	25	12.4%
Rarely	27	16.3%	6	17.1%	11	12.5%	13	26.5%	6	12.8%	3	17.6%	33	16.4%
Never	22	13.3%	3	8.6%	1	1.1%	10	20.4%	7	14.9%	7	41.2%	25	12.4%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	140	82.4%	31	88.6%	84	95.5%	39	79.6%	38	74.5%	10	58.8%	171	83.4%
No	30	17.6%	4	11.4%	4	4.5%	10	20.4%	13	25.5%	7	41.2%	34	16.6%
THIS OBJECTIVE IS UNCLEAR TO ME	4	2.4%	0	0.0%	0	0.0%	0	0.0%	4	7.8%	0	0.0%	4	2.0%

times in 143 out of 201 classes (see Table 12). It was covered extensively in 34.3% of all classes, but in the Division of Science and Engineering Technologies, it was not covered extensively in any class. In the Division of Health Technologies, the objective was never covered in 41.2% of all classes. To become more deeply aware of how language functions was not seen as appropriate in 34 classes and was not clear in 4 classes.

OBJECTIVE 13: ***To develop an understanding and appreciation of how scholars in a particular field work.*** As can be seen in Table 13, developing an understanding and appreciation of how scholars in a particular field work was covered

TABLE 13: GENERAL EDUCATION OBJECTIVE: TO DEVELOP AN UNDERSTANDING AND APPRECIATION OF HOW SCHOLARS IN A PARTICULAR FIELD WORK

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	36	21.2%	7	20.6%	31	35.6%	7	12.3%	4	7.8%	1	6.7%	43	21.1%
Often	50	29.4%	17	50.0%	25	28.7%	23	40.4%	13	25.5%	6	40.0%	67	32.8%
Sometimes	41	24.1%	5	14.7%	16	18.4%	24	42.1%	12	23.5%	2	13.3%	46	22.5%
Rarely	24	14.1%	4	11.8%	13	14.9%	2	3.5%	8	15.7%	5	33.3%	28	13.7%
Never	19	11.2%	1	2.9%	2	2.3%	1	1.8%	14	27.5%	1	6.7%	20	9.8%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	133	78.2%	32	94.1%	79	90.8%	46	93.9%	25	49.0%	15	88.2%	165	80.9%
No	37	21.8%	2	5.9%	8	9.2%	3	6.1%	26	51.0%	2	11.8%	39	19.1%
THIS OBJECTIVE IS UNCLEAR TO ME	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

at least sometimes in 156 out of 204 classes. It was given extensive coverage in 21.1% of all classes and was felt to be inappropriate in 19.1% of all classes. Part-time faculty covered this objective in their classes more often than full-time faculty (70.6% of all part-time instructors covered the objective extensively or often as compared to 50.6% of all full-time faculty).

OBJECTIVE 14: ***To begin to develop skills in the kinds of questions to ask and to acquire vocabularies necessary to specific fields through acquaintance with methods of inquiry***. Developing skills in the kinds of questions to ask and to acquire vocabularies necessary to specific fields through acquaintance with methods of

TABLE 14: GENERAL EDUCATION OBJECTIVE: TO BEGIN TO DEVELOP SKILLS IN THE KINDS OF QUESTIONS TO ASK AND TO ACQUIRE VOCABULARIES NECESSARY TO SPECIFIC FIELDS THROUGH ACQUAINTANCE WITH METHODS OF INQUIRY

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	91	54.5%	16	47.1%	43	51.2%	26	53.1%	24	47.1%	14	82.4%	107	53.2%
Often	60	35.9%	10	29.4%	32	38.1%	17	34.7%	18	35.3%	3	17.6%	70	34.8%
Sometimes	14	8.4%	7	20.6%	7	8.3%	5	10.2%	9	17.6%	0	0.0%	21	10.4%
Rarely	0	0.0%	1	2.9%	0	0.0%	1	2.0%	0	0.0%	0	0.0%	1	0.5%
Never	2	1.2%	0	0.0%	2	2.4%	0	0.0%	0	0.0%	0	0.0%	2	1.0%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	169	99.4%	34	100.0%	86	98.9%	49	100.0%	51	100.0%	17	100.0%	203	99.5%
No	1	0.6%	0	0.0%	1	1.1%	0	0.0%	0	0.0%	0	0.0%	1	0.5%
THIS OBJECTIVE IS UNCLEAR TO ME	3	1.8%	0	0.0%	3	3.4%	0	0.0%	0	0.0%	0	0.0%	3	1.5%

inquiry was covered at least sometimes in 198 out of 201 classes (see Table 14). It was covered extensively in 53.2% of all classes and felt to be inappropriate in only one class. The objective was unclear in 3 classes.

OBJECTIVE 15: ***To understand science and mathematics as an intrinsic part of the culture.*** Understanding science and mathematics as an intrinsic part of the

TABLE 15: GENERAL EDUCATION OBJECTIVE: TO UNDERSTAND SCIENCE AND MATHEMATICS AS AN INTRINSIC PART OF THE CULTURE

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	34	20.9%	13	39.4%	6	7.1%	30	61.2%	8	17.4%	3	17.6%	47	24.0%
Often	36	22.1%	3	9.1%	22	26.2%	7	14.3%	5	10.9%	5	29.4%	39	19.9%
Sometimes	44	27.0%	6	18.2%	23	27.4%	10	20.4%	15	32.6%	2	11.8%	50	25.5%
Rarely	27	16.6%	5	15.2%	19	22.6%	2	4.1%	5	10.9%	6	35.3%	32	16.3%
Never	22	13.5%	6	18.2%	14	16.7%	0	0.0%	13	28.3%	1	5.9%	28	14.3%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	145	76.3%	27	81.8%	63	73.3%	48	98.0%	28	54.9%	14	82.4%	172	77.1%
No	45	23.7%	6	18.2%	23	26.7%	1	2.0%	23	45.1%	3	17.6%	51	22.9%
THIS OBJECTIVE IS UNCLEAR TO ME	7	3.7%	0	0.0%	2	2.3%	0	0.0%	5	9.8%	0	0.0%	7	3.1%

culture was covered at least sometimes in 136 out of 196 classes (see Table 15). As one might expect, the coverage was highest in the Division of Science and Engineering Technologies (95.9% of all classes in the division covered it at least sometimes. The objective was covered extensively in only 24.0% of all classes and was covered rarely or never in 30.6% of all classes. It was felt to be inappropriate in 51 classes and unclear in 7 classes.

OBJECTIVE 16: ***To have some understanding of social and economic issues raised by scientific research and technological development.*** Having some understanding of social and economic issues raised by scientific research and technological development was covered at least sometimes in 151 out of 204 total classes

TABLE 16: GENERAL EDUCATION OBJECTIVE: TO HAVE SOME UNDERSTANDING OF SOCIAL AND ECONOMIC ISSUES RAISED BY SCIENTIFIC RESEARCH AND TECHNOLOGICAL DEVELOPMENT

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	30	17.6%	3	8.8%	16	18.4%	8	16.3%	3	5.9%	6	35.3%	33	16.2%
Often	54	31.8%	16	47.1%	24	27.6%	20	40.8%	19	37.3%	7	41.2%	70	34.3%
Sometimes	42	24.7%	6	17.6%	27	31.0%	5	10.2%	16	31.4%	0	0.0%	48	23.5%
Rarely	22	12.9%	1	2.9%	6	6.9%	12	24.5%	1	2.0%	4	23.5%	23	11.3%
Never	22	12.9%	8	23.5%	14	16.1%	4	8.2%	12	23.5%	0	0.0%	30	14.7%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	136	80.0%	28	82.4%	65	74.7%	44	89.8%	38	74.5%	17	100.0%	164	80.4%
No	34	20.0%	6	17.6%	22	25.3%	5	10.2%	13	25.5%	0	0.0%	40	19.6%
THIS OBJECTIVE IS UNCLEAR TO ME	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

(see Table 16). It was covered often or sometimes in 57.8% of all classes, but was covered extensively in only 16.2% of all classes. This objective was not appropriate in 40 classes. Full-time faculty were twice as likely to cover the objective in their classes extensively as part-time faculty (17.6% for full-time faculty; 8.8% for part-time faculty).

OBJECTIVE 17: ***To have at least some exposure to non-Western, non-White, and non-male perspectives.*** As can be seen in Table 17, having at least some exposure to non-western, non-white, and non-male perspectives was covered at least

TABLE 17: GENERAL EDUCATION OBJECTIVE: TO HAVE AT LEAST SOME EXPOSURE TO NON-WESTERN, NON-WHITE, AND NON-MALE PERSPECTIVES

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	23	14.0%	3	7.1%	24	28.6%	0	0.0%	0	0.0%	2	11.8%	26	12.6%
Often	41	25.0%	7	16.7%	36	42.9%	1	2.0%	6	12.8%	5	29.4%	48	23.3%
Sometimes	25	15.2%	14	33.3%	18	21.4%	6	12.2%	12	25.5%	3	17.6%	39	18.9%
Rarely	42	25.6%	1	2.4%	4	4.8%	24	49.0%	14	29.8%	1	5.9%	43	20.9%
Never	33	20.1%	17	40.5%	2	2.4%	18	36.7%	15	31.9%	6	35.3%	50	24.3%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	133	78.2%	26	78.8%	86	100.0%	34	69.4%	28	54.9%	11	64.7%	159	78.3%
No	37	21.8%	7	21.2%	0	0.0%	15	30.6%	23	45.1%	6	35.3%	44	21.7%
THIS OBJECTIVE IS UNCLEAR TO ME	6	3.5%	0	0.0%	2	2.3%	0	0.0%	4	7.8%	0	0.0%	6	3.0%

sometimes in 113 out of 206 classes. Coverage of this objective was greatest in the Division of Humanities and Social Sciences (92.9% of all classes in the division covered it at least sometimes) and least in the Division of Science and Engineering Technologies (only 14.2% of all classes in the division covered it at least sometimes). The objective was inappropriate in 44 classes and unclear in 6 classes. Full-time faculty were more likely to cover the objective than part-time faculty (39% of all classes taught by full-time faculty covered the objective extensively or often as compared to 23.8% of all classes

taught by part-time faculty.

TABLE 18: GENERAL EDUCATION OBJECTIVE: TO ACHIEVE A WORLD VIEW, THROUGH THE STUDY OF OTHER CULTURES

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	34	20.1%	2	5.9%	36	41.9%	0	0.0%	0	0.0%	0	0.0%	36	17.7%
Often	17	10.1%	2	5.9%	14	16.3%	1	2.0%	3	5.9%	1	5.9%	19	9.4%
Sometimes	22	13.0%	17	50.0%	21	24.4%	6	12.2%	10	19.6%	2	11.8%	39	19.2%
Rarely	42	24.9%	4	11.8%	11	12.8%	16	32.7%	16	31.4%	3	17.6%	46	22.7%
Never	54	32.0%	9	26.5%	4	4.7%	26	53.1%	22	43.1%	11	64.7%	63	31.0%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	113	66.5%	25	73.5%	83	95.4%	31	63.3%	19	36.5%	6	35.3%	138	67.6%
No	57	33.5%	9	26.5%	4	4.6%	18	36.7%	33	63.5%	11	64.7%	66	32.4%
THIS OBJECTIVE IS UNCLEAR TO ME	1	0.6%	0	0.0%	1	1.1%	0	0.0%	0	0.0%	0	0.0%	1	0.5%

OBJECTIVE 18: ***To achieve a world view, through the study of other cultures***. Achieving a world view through the study of other cultures was covered at least sometimes in only 94 of 203 total classes. It was given extensive coverage in only 17.7% of all classes and had its strongest coverage in the Division of Humanities and Social Sciences (it was covered at least sometimes in 82.6% of all humanities and social sciences classes). The objective was felt to be inappropriate in 66 classes, but it was felt to be unclear in only one class. Classes taught by full-time faculty were much more likely to cover this objective extensively or often than those taught by part-time faculty (30.2% of classes taught by full-timers covered the objective extensively or often as compared to 11.8% of classes taught by part-timers).

TABLE 19: GENERAL EDUCATION OBJECTIVE: TO DEVELOP THE BODY, THROUGH PHYSICAL EDUCATION, TESTING ITS LIMITS AND LEARNING NEW SKILLS, IN ORDER TO BRING MIND AND BODY INTO A GRACEFUL AND HARMONIOUS UNITY

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	6	3.8%	0	0.0%	6	7.8%	0	0.0%	0	0.0%	0	0.0%	6	3.1%
Often	0	0.0%	2	6.1%	2	2.6%	0	0.0%	0	0.0%	0	0.0%	2	1.0%
Sometimes	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Rarely	33	20.6%	0	0.0%	19	24.7%	7	14.3%	6	11.8%	1	6.3%	33	17.1%
Never	121	75.6%	31	93.9%	50	64.9%	42	85.7%	45	88.2%	15	93.8%	152	78.8%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	53	31.2%	2	6.1%	35	40.7%	17	34.7%	8	15.7%	5	29.4%	55	27.1%
No	117	68.8%	31	93.9%	51	59.3%	32	65.3%	43	84.3%	12	70.6%	148	72.9%
THIS OBJECTIVE IS UNCLEAR TO ME	10	5.9%	0	0.0%	9	10.5%	0	0.0%	0	0.0%	1	5.9%	10	4.9%

OBJECTIVE 19: ***To develop the body, through physical education, testing its limits and learning new skills, in order to bring mind and body into a graceful and harmonious unity.*** Developing the body through physical education, testing its limits and learning new skills, in order to bring mind and body into a graceful and harmonious unity was covered at least sometimes in only 8 out of 193 classes, all in the Division of Humanities and Social Sciences (see Table 19). It was felt to be inappropriate in 148 classes and not clear in 10 classes.

OBJECTIVE 20: ***To develop a feeling for the excitement of learning itself.***

As can be seen in Table 20, developing a feeling for the excitement of learning itself

TABLE 20: GENERAL EDUCATION OBJECTIVE: TO DEVELOP A FEELING FOR THE EXCITEMENT OF LEARNING ITSELF

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	95	55.9%	6	17.6%	59	67.8%	19	38.8%	16	31.4%	7	41.2%	101	49.5%
Often	66	38.8%	22	64.7%	21	24.1%	28	57.1%	33	64.7%	6	35.3%	88	43.1%
Sometimes	8	4.7%	0	0.0%	3	3.4%	0	0.0%	2	3.9%	3	17.6%	8	3.9%
Rarely	0	0.0%	5	14.7%	4	4.6%	1	2.0%	0	0.0%	0	0.0%	5	2.5%
Never	1	0.6%	1	2.9%	0	0.0%	1	2.0%	0	0.0%	1	5.9%	2	1.0%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	162	95.3%	33	97.1%	86	98.9%	49	100.0%	44	86.3%	16	94.1%	195	95.6%
No	8	4.7%	1	2.9%	1	1.1%	0	0.0%	7	13.7%	1	5.9%	9	4.4%
THIS OBJECTIVE IS UNCLEAR TO ME	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

was covered at least sometimes in 197 out of 204 classes. In 92.6% of all classes, the objective was covered extensively or often. It was never covered in only 2 classes and was felt to be inappropriate in 9 classes. Full-time faculty were much more likely than part-time faculty to cover the objective extensively in their classes (55.9% of all classes taught by full-timers as opposed to 17.6% of all classes taught by part-timers).

TABLE 21: GENERAL EDUCATION OBJECTIVE: TO LEARN TO MAKE ETHICAL JUDGMENTS

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	54	31.8%	3	9.1%	36	41.9%	6	12.2%	4	7.8%	11	64.7%	57	28.1%
Often	50	29.4%	11	33.3%	19	22.1%	15	30.6%	22	43.1%	5	29.4%	61	30.0%
Sometimes	28	16.5%	13	39.4%	16	18.6%	12	24.5%	12	23.5%	1	5.9%	41	20.2%
Rarely	8	4.7%	1	3.0%	1	1.2%	7	14.3%	1	2.0%	0	0.0%	9	4.4%
Never	30	17.6%	5	15.2%	14	16.3%	9	18.4%	12	23.5%	0	0.0%	35	17.2%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	139	81.8%	27	81.8%	71	82.6%	43	87.8%	35	68.6%	17	100.0%	166	81.8%
No	31	18.2%	6	18.2%	15	17.4%	6	12.2%	16	31.4%	0	0.0%	37	18.2%
THIS OBJECTIVE IS UNCLEAR TO ME	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

OBJECTIVE 21: ***To learn to make ethical judgments.*** Learning to make ethical judgments was covered at least sometimes in 159 of a total of 203 classes, but was covered extensively in only 28.1% of all classes (see Table 21). The objective was covered most extensively in the Division of Health Technologies (94.1% of all courses in the division covered the objective extensively or often). Learning to make ethical judgments was felt to be inappropriate in 37 classes.

OBJECTIVE 22: ***To establish a life-long process of intellectual and cultural growth.*** Establishing a life-long process of intellectual and cultural growth was covered

TABLE 22: GENERAL EDUCATION OBJECTIVE: TO ESTABLISH A LIFE-LONG PROCESS OF INTELLECTUAL AND CULTURAL GROWTH

	Full-Time Instructor		Part-Time Instructor		Humanities & Social Sciences		Science & Engineering		Business		Health		TOTAL	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
THIS OBJECTIVE IS COVERED IN MY CLASS														
Extensively	87	51.2%	9	27.3%	61	70.1%	17	35.4%	8	15.7%	10	58.8%	96	47.3%
Often	38	22.4%	13	39.4%	15	17.2%	12	25.0%	20	39.2%	4	23.5%	51	25.1%
Sometimes	26	15.3%	6	18.2%	4	4.6%	12	25.0%	14	27.5%	2	11.8%	32	15.8%
Rarely	13	7.6%	3	9.1%	5	5.7%	7	14.6%	3	5.9%	1	5.9%	16	7.9%
Never	6	3.5%	2	6.1%	2	2.3%	0	0.0%	6	11.8%	0	0.0%	8	3.9%
THIS OBJECTIVE SHOULD BE COVERED IN MY CLASS														
Yes	158	92.9%	34	100.0%	87	100.0%	49	100.0%	40	78.4%	16	94.1%	192	94.1%
No	12	7.1%	0	0.0%	0	0.0%	0	0.0%	11	21.6%	1	5.9%	12	5.9%
THIS OBJECTIVE IS UNCLEAR TO ME	0	0.0%	1	2.9%	0	0.0%	1	2.0%	0	0.0%	0	0.0%	1	0.5%

at least sometimes in 179 out of 203 classes. It was given extensive coverage in 47.3% of all classes. In 70.1% of all classes taught by the Division of Humanities and Social Sciences, the objective was covered extensively. The objective was felt to be inappropriate in 12 classes and not clear in one class. In classes taught by full-time faculty, establishing a life-long process of intellectual and cultural growth was covered extensively much more often than in classes taught by part-time faculty (51.2% as compared to 27.3%).

CONCLUSIONS

Major conclusions of this study are:

1. Most of the objectives were clear to teaching faculty at PVCC. In fact, half of all the general education objectives were completely clear to all faculty (nobody indicated that these were unclear). The least clear objective was objective 19 (To develop the body, though physical education, testing its limits and learning new skills, in order to bring mind and body into a graceful and harmonious unity). In 10 classes (or 4.9% of all classes), this objective was reported to be unclear.

2. There seemed to be general agreement that the objectives were appropriate to the courses taught at the college. With three exceptions, a large majority of the faculty felt that each objective "should be covered in my class". The exceptions were:

   a. Objective 8 (To develop appreciation for the arts). In 88 classes (42.9% of all classes), faculty members felt this objective should not be covered.

   b. Objective 9 (To sharpen all the senses and learn to make aesthetic judgments). In 73 classes (35.6% of all classes), faculty members felt this objective should not be covered.

   c. Objective 19 (To develop the body, through physical education, testing its limits and learning new skills, in order to bring mind and body into a graceful and harmonious unity). In 148 classes (72.9% of all classes), faculty members felt this objective should not be covered.

3. When the results of all general education objectives are considered by instructional division, the greatest coverage of general education objectives as a percent of total courses occurred in the Division of Humanities and Social Sciences. This is not a surprising conclusion given the nature of the objectives, many of which tend to reflect values inherent in the humanities and social sciences. The second highest level of coverage of general education objectives as a percent of total courses occurred in the Division of Health Technologies.

4. There appeared to be no major differences in the coverage of the general education objectives between full-time and part-time faculty. As noted in the results of this study, there were minor differences between full-time and part-time faculty with respect to specific objectives.

APPENDIX A

COVER MEMORANDUM TO THE SURVEY

Piedmont Virginia Community College

MEMORANDUM

TO: All Teaching Faculty

FROM: Dave Priddy, Task Force on Student Assessment

DATE: February 17, 1988

SUBJECT: Assessment of General Education Objectives

Assessment of student outcomes is a fact of life within the education community. In the best cases it has been welcomed as a very powerful tool for strengthening programs. In the worst cases it is a state mandated effort at accountability requiring standardized tests and statistical reports used in resource allocation.

Our PVCC assessment plan does not assess faculty; it does not assess specific courses. It does assess student abilities in several areas of general achievement. The intent of our assessment program is to strengthen the curriculum by insuring that students receive a strong general education.

We are now asking for your help. In 1984 Piedmont Virginia Community College established general education objectives. These objectives were published in Position Paper Number One. The task force needs information from you to determine the extent to which the general education objectives are being included in academic programs.

The attached survey lists the general education objectives from the position paper. Please indicate the extent to which each objective is covered by your course. A mental test that may be helpful in deciding the extent is whether you would be willing to have your students tested on this objective.

PLEASE FILL OUT A SEPARATE FORM FOR EACH COURSE THAT YOU TEACH AND RETURN THE COMPLETED FORMS TO ME BY FRIDAY, FEBRUARY 26.

attachment

APPENDIX B

SURVEY INSTRUMENT

PIEDMONT VIRGINIA COMMUNITY COLLEGE
GENERAL EDUCATION OBJECTIVES SURVEY

COURSE PREFIX AND NUMBER _____ INSTRUCTOR'S NAME _____

Please complete a separate survey sheet for each different course you teach (but not each section of the same course). The survey consists of the general education objectives listed in General Education (PVCC Position Paper No. 1, September 1984). If the objective is covered in your course, please indicate how often by checking the appropriate block. If it is not covered in your course, check "Never." If you do not understand the objective as stated and are unclear as to whether it is covered or not, please check the block titled "This objective is unclear to me." Finally, if you understand the objective, please also indicate if the objective is appropriate to your course by checking "yes" or "no.")

General Education Objective	This objective is covered in my course: Extensively	Often	Sometimes	Rarely	Never	This objective is unclear to me	This objective should be covered in my course Yes	No
To develop skills in obtaining and using information.								
To read and work through a set of facts.								
To recognize contradictory statements and what to do with these contradictions.								
To think logically.								
To present conclusions in an orderly and intelligible fashion in writing.								
To present conclusions in an orderly and intelligible fashion in speech.								
To experience a diversity of human behavior and thought.								
To develop appreciation for the arts.								
To sharpen all the senses and learn to make aesthetic judgments.								
To think creatively, solving problems by imagining what might be and encouraging thought from the known to the unknown.								

General Education Objective	This objective is covered in my course: Extensively	Occasionally	Sometimes	Rarely	Never	This objective is unclear to me	This objective should be covered in my course: Yes	No
To imagine solutions to problems and to work toward solving these problems both systematically and intuitively.								
To become more deeply aware of how language functions.								
To develop an understanding and appreciation of how scholars in a particular field work.								
To begin to develop skills in the kinds of questions to ask and to acquire vocabularies necessary to specific fields through acquaintance with methods of inquiry.								
To understand science and mathematics as an intrinsic part of the culture.								
To have some understanding of social and economic issues raised by scientific research and technological development.								
To have at least some exposure to non-Western, non-White, and non-male perspectives.								
To achieve a world view, through the study of other cultures.								
To develop the body, through physical education, testing its limits and learning new skills, in order to bring mind and body into a graceful and harmonious unity.								
To develop a feeling for the excitement of learning itself.								
To learn to make ethical judgments.								
To establish a life-long process of intellectual and cultural growth.								

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